

Chapter 16

Taking Action for Change

Key Skill:

Demonstrating leadership to bring about change by developing effective plans of action in response to issues

Key Terms and Concepts:

- citizenship
- ideology
- leadership
- local, national, and global issues

Key Issue:

To what extent should we embrace an ideology?

Related Issue:

Should my actions as a citizen be shaped by an ideology?

Chapter Issue:

To what extent should ideology shape your thinking and actions as a citizen?

Question for Inquiry #1:

How can worldview and ideology influence citizenship?

Question for Inquiry #2:

How could embracing an ideology affect how you demonstrate citizenship and leadership when you respond to local, national, and global issues?

“Millennials” share certain characteristics

November 11, 2007, *Miami Herald*

By Gigi Lehman

No matter if you call them Generation Y, Millennials or the MyPod Generation, they are still one of the most talked-about demographic groups since baby boomers.

With approximately 70 million people in the United States born between 1977 and 1997, the Millennials are the first cohort [group] to rival the 75-million strong baby boom generation. Their characteristics have been studied by everyone from the U.S. Census Bureau to business consulting firms. And, while generalizations are always subject to dispute, educators agree: They are very unlike high school and college students of even 10 years ago.

“It’s an interesting generation, no doubt about it,” said Brad Williams, dean of student affairs at Nova Southeastern University in Fort Lauderdale. “This generation has distinguished themselves differently from previous generations.”

At the University of Miami, Vice President for Student Affairs Pat Whitely agreed that today’s college students share certain characteristics. In general, they are:

- Close with their parents.
- Very conscious of social issues.
- Spiritual but not necessarily interested in traditional religion.
- More exposed to and tolerant of all kinds of diversity.
- Very comfortable with technology.

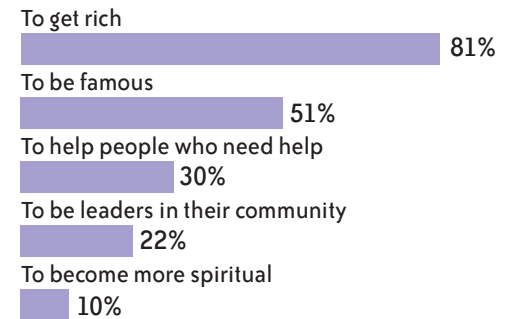
—Source: Gigi Lehman, “Millennials’ share certain characteristics.” *Miami Herald*, November 11, 2007, <http://www.miamiherald.com/295/story/293493.html>.

Do you think the newspaper article excerpt and the graph of statistics are an accurate portrait of Generation Y (people born between 1977 and 1997)? Are there particular statistics in the graph that you agree with or that surprise you? What ideologies do you think exert the most influence on your generation?

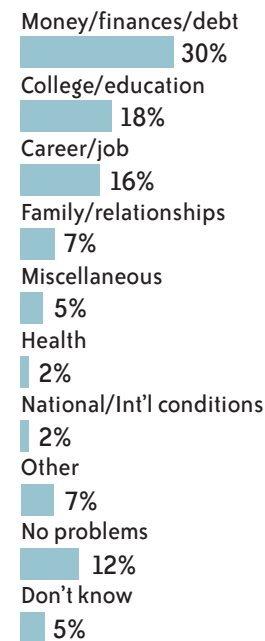
You may have known students who have organized food drives during the holiday season or worked to raise funds for schools in less developed countries, or you may have done so yourself. Have you ever asked yourself what motivates you or these students to spend time and energy taking action in these ways?

How do your beliefs and values, and the ideology they may lead you to embrace, influence your participation in the community? How do they influence how you see your responsibilities as a citizen?

Asked to choose their generation’s top goals from among five options, 18- to 25-year-olds listed these as either most important or second-most important:



... and said their most important individual problem is:



Source: The Pew Research Center 2006 Gen Next Survey of 579 18- to 25-year-olds; margin of error ± 5 percentage points. “How Young People View Their Lives, Futures and Politics: A Portrait of ‘Generation Next,’” pp. 8, 12, <http://people-press.org/reports/pdf/300.pdf>.

▲ **Figure 16-1** Millennials’ goals and problems survey

Chapter Issue:

To what extent should ideology shape your thinking and actions as a citizen?

This last chapter will ask you to consider your own views about what it means to be a citizen in society, and how you should respond to issues and events. At the end of the chapter, you will be asked to explore various strategies that you could use to address local, national, and global issues. Throughout this chapter, you will form an answer to the Chapter Issue: *To what extent should ideology shape your thinking and actions as a citizen?* and consider your response to the Related Issue: *Should my actions as a citizen be shaped by an ideology?*

Over the course of this book, you have considered answers to fundamental questions that human beings have been asking themselves since time began:

- What are humans like, and why do they act as they do?
- What is the nature of society?
- What is the role of the individual in society?

You have thought carefully about various ideologies and may have made some decisions about what ideology best suits how you understand the world. By the end of this book, you should be ready to determine your relationship with society and to answer the Key Issue of this course: *To what extent should we embrace an ideology?*

Worldview, Ideology, and Citizenship

Question for Inquiry

1. How can worldview and ideology influence citizenship?

In this section ...



◀ **Figure 16-2** These new Canadians came from many other countries, learned about Canadian laws and society, and followed the immigration process to become citizens of Canada. How might people's worldviews and relationship to place influence their understandings of citizenship?

"You get out what you put in."

You may have heard this from teachers, parents, or friends. Some classes in high school may be like this. If you do not try, do homework, or pay attention, the class is probably not going to be a positive experience for you. If you do try, put in the effort, and focus, you might get something out of the class.

Citizenship could be seen in a similar way. People may choose to be apathetic, or indifferent, about their citizenship. Some might feel a sense of entitlement: "I am a Canadian citizen, therefore I deserve to have rights and privileges. I don't need to do anything in return." Others may see citizenship as a responsibility and, therefore, as something they will work in exchange for their rights and privileges. Since our liberal and pluralistic society values rights, freedoms, and identities, people are not

forced to conform to the evolving customs and traditions of Canadian society. There is an understanding among all Canadian citizens, however, that we will respect laws and the underlying beliefs and values of these peoples' traditions and customs.

As you saw in Part 1 of *Understandings of Ideologies*, your worldview may lead you toward an ideology that influences the ways that you think and act. As you will explore in this chapter, worldview and ideology may shape your role as a citizen. For example, when you react to an issue in your community or respond to an event that you see on the news, different factors may influence your response:

- your worldview (your view of life and how the world is and should be, based on your experiences, beliefs, and values)
- your ideology (your way of thinking based on your beliefs and values, worldview, and what you believe should be done to bring about the kind of society you want to live in)

How you choose to act in response to issues can show how you understand citizenship.



Figures 16-3, 16-4 When analyzing Figures 16-3 and 16-4, your worldview and ideology may influence your interpretation of what you see. How would you describe your worldview and your ideology? To what extent did they affect your responses to the photographs?

For example, consider these two photos. Both photos show Canadian soldiers involved in the mission in Afghanistan. What is your response to what you see in each of the photos?

Legal Understandings of Citizenship

What would be your answer to the question, *What is your citizenship?* In the most basic sense, citizenship is a form of identification or a label that can be used to describe yourself in relation to a country: *Canadian*, *American*, *Chinese*, *French*, or some other term. This label may be based on where you were born, who your parents are, or a combination of factors. As you consider different legal and political understandings of citizenship in

this section, consider how people's actions, ideologies, or worldviews can be factors in how they see citizenship.

From a legal perspective, citizenship is based on two key principles:

- your place of birth
- the citizenship and nationality of your natural parents, in spite of where you were born

Most countries use a combination of these two principles, as well as **naturalization**—the process of applying for citizenship—to determine who may (and may not) legally call him or herself a citizen of a particular country. Some countries, though, base citizenship on the citizenship of a person's parents to maintain national and cultural identity, and for historical reasons (for example, past wars or complex cultural or ethnic issues).

If you were born in Canada, you are most likely a Canadian citizen, regardless of your parents' nationality, because Canada applies the principle of place of birth to determine citizenship. While children born outside Canada to at least one Canadian citizen used to be able to claim Canadian citizenship, that law was changed in 2009. Today, only the first generation children born to Canadian citizens outside of Canada automatically receive Canadian citizenship; that citizenship cannot be automatically passed on to their own children. Canada also allows for citizenship by naturalization—granting citizenship to applicants who meet certain requirements (for example, permanent residency, basic ability in spoken English or French, and knowledge of Canada).



PAUSE AND REFLECT

Why might a country limit or expand its rules for who can legally be a citizen? What worldview or beliefs and values could most likely lead a country to limit or to expand its rules?

Personal and Political Understandings of Citizenship

Legal “definitions” of citizenship and how they are influenced by worldview and ideology are just one way to understand citizenship. What does the term *citizenship* mean to you?

To some individuals, citizenship is a matter of where you are born, where your parents were born, your heritage, and your past. To others, it is a matter of where you live and work, your present loyalty, and where you see your future. Citizenship can also reflect the obligations and duties required of you in exchange for the benefits that society offers.

As noted in the Canadian oath of citizenship, being a citizen in Canada means, among other things, accepting the laws of the country:

I swear (or affirm) that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada and fulfil my duties as a Canadian citizen.

—Source: **Citizenship and Immigration Canada, “The citizenship ceremony,”**
<http://www.cic.gc.ca/English/citizenship/cit-ceremony.asp#oath>.

Canada's laws, like laws of all countries, reflect some important values of people in Canada. However, some might argue that requiring citizens to

observe the country's laws is only a small part of citizenship. Citizenship can be more than a legal definition or oath. Citizenship could also involve a political understanding—a duty to actively participate in the politics or society of a community and country. This understanding sees citizens playing a role in the well-being of the community in which they live.

Direct or indirect political participation expands the responsibilities that citizens have to the country and society in return for receiving rights and freedoms. People can get involved in their communities directly by attending town hall meetings, protesting or demonstrating, participating in non-governmental organizations (NGOs), and so on. They can also get involved indirectly by writing letters to the editors of newspapers or by contributing money to social organizations. Figures 16-5 and 16-6 show two examples of people being involved in their communities.

Figure 16-5 In 2006, daycare operators protest the federal government's plan for daycare funding on the steps of the Alberta Legislature Building.



Figure 16-6 In 2008, summer interns with the Interfaith Worker Justice organization held a rally at the Congress Hotel in Chicago.





Understandings of Citizenship

Analyze the sources and consider these understandings in your responses to the questions that follow.

Citizenship means working together with all other Canadians to build a stronger Canada, and making sure our values, dreams and goals are reflected in our institutions, laws and relationships with one another.

—Source: “Canadian Citizenship,”
Citizenship and Immigration Canada,
<http://www.cic.gc.ca/english/resources/publications/citizenship.asp>.

Active citizenship cannot be limited to its formal limits.

It is as diverse as the persons who get involved and covers everything from loaning [a] neighbour milk to organizing an international sporting event. It depends on an individual’s personal obligations.

—Source: Comment from “Taskforce on Active Citizenship”
consultation meeting, September 24, 2006, Galway, Ireland,
<http://www.activecitizen.ie/index.asp?locID=123&docID=-1>.

“I think...we’ve been sitting on the couch for the last generation...I think we need a kind of...civic boot camp to rebuild...Every day you wake up and there are large corporations that spend billions of dollars telling us that we are first and foremost consumers and that our gratification in life should be achieved by our public identity as consumers...people should first and foremost be citizens and should act and behave and prioritize their values around a framework of citizenship instead of consumption...”

—Source: Rudyard Griffiths, quoted in Brett Popplewell, “How to build a better Canadian.” *Toronto Star*, March 14, 2009,
<http://www.thestar.com/News/Insight/article/602193>.

...Me to We has sparked a movement. It’s a way of thinking and acting at every level, and a global network of social enterprises, options and ideas unlike any other.

Ask yourself: how does your lifestyle truly affect others? How do the ways you vote, shop and think leave a mark on your community, your society, your world? Can the T-shirt on your back reflect your role within this world? Me to We is about a shift in our thinking. It’s about spreading positive messages and letting your voice be heard. It’s about stirring your soul from complacency. It’s about embracing our shared humanity and thinking globally.

—Source: Me to We, “Philosophy,”
<http://www.metowe.com/aboutus/philosophy/>.



▲ **Figure 16-7** What is the cartoonist suggesting is the reason for the food drive’s success?

- 1 What is the main understanding of citizenship that each source demonstrates? What visual details or word choices give you clues about how their worldview or ideology may be influencing their views on citizenship?
- 2 Which of these understandings of citizenship best or least matches your own understanding of citizenship? Why?
- 3 Do any of the sources expand on or challenge your own understanding or beliefs and values? Why?
- 4 What characteristics, actions, and responsibilities do you believe should apply to the ideal citizen? Defend your response with reasons and at least one reference to one of the sources provided.

As you consider what your personal understandings of citizenship are, you may find the following common ideas about citizenship helpful. University of New Brunswick Social Studies Education professor Alan Sears believes that there are four elements that most understandings of citizenship have in common:

1. *A sense of membership or identity with some wider community, from the local to the global.*
2. *A set of rights and freedoms, such as freedom of thought or the right to vote.*
3. *A corresponding set of duties or responsibilities, such as an obligation to respect the rights of others or a duty to obey the law.*
4. *A set of virtues and capacities that enable a citizen to effectively engage in and reflect upon questions and concerns of civic interest.*

—Source: Mark Evans and Cecilia Reynolds, “Introduction: Educating for Global Citizenship in a Changing World,” pp. 4–5, <http://cide.oise.utoronto.ca/projects/globalcitizenship/intro.pdf>.

Which of the ideas in this quotation by Sears and in this chapter best reflect your current view of citizenship in Canada? What beliefs or values do you have that support these ideas?

Effects of Worldview and Ideology on Citizenship

How do you think worldview can affect citizenship? What about ideology? Consider the effect that worldview and ideology can have on

- understandings of citizenship in a country
- interpretations of rights granted to people
- understandings of responsibilities people have to a country
- benefits a person can expect from a country
- the role a person can play within a society

In fact, worldview and ideology may influence all of these.

Let us take a look at some examples of citizens. Based on the evidence you see in each example:

- How might the individual describe his or her citizenship?
- What worldviews may be informing their understandings of citizenship? What ideologies may be forming their understandings of citizenship?

Michaëlle Jean, Governor General of Canada

The Right Honourable Michaëlle Jean, appointed Governor General of Canada in 2005, emigrated from Haiti in 1968 and is Francophone. She had this to say about citizenship and her own worldview:

“The time of two solitudes [separate worlds] is past. The narrow notion of ‘every person for himself’ does not belong in today’s world, which demands that we learn to see beyond our wounds, beyond our differences for the good of all.

Quite the contrary: We must eliminate the spectre [vision] of all the solitudes and promote solidarity among all the citizens who make up the Canada of today.”

—Source: Michaëlle Jean, quoted in “Falling in love with Michaëlle Jean.” CBC News Online, September 28, 2005, <http://www.cbc.ca/canada/story/2005/09/28/JeanWeds05-09-28.html>.

In this quotation, Michaëlle Jean expresses her belief that Canadians should place their citizenship as Canadians above all other loyalties. Do you agree? Does her view express a collectivist or individualist ideology? How do you suppose this point of view might influence how a person views his or her role as a citizen of Canada?

Jacey Chae, Guest Services Manager, Toronto Blue Jays

Jacey Chae emigrated from Korea in 1974 and was the former Guest Services Manager for the Toronto Blue Jays. Her father put himself through university in Korea. When he could not find a job in post-war Korea, he fled to Canada and sponsored his family to join him, including Jacey Chae. In an interview with Canadian Citizenship and Immigration for the video “My Home and Native Land,” Jacey Chae shares the following statements about her understandings of her Canadian and Korean citizenship:

“To be Canadian is to have freedom to do whatever you want and whenever you want...Freedom for me to speak whenever I want without being shut down to say what do you know? You’re a woman after all. As a visible minority woman, an opportunity within the workforce. Look at me...I work for a major league baseball team. When I’m in a foreign city and the Canadian national anthem comes up and it hits more in the heart now than it does with Korean national anthem. It still hits me in the heart, but the Canadian national anthem hits closer now.”

—Source: Jacey Chae, “My Home and Native Land,” Citizenship and Immigration Canada, http://www.cic.gc.ca/english/department/media/multimedia/video/home_native_land/chae/chae.asp.

Thomas King, author of “Borders”

Thomas King was born to a Cherokee father and a mother of Greek and German descent. He grew up in northern California. He has spent much of his adult life in Canada, including Alberta and Ontario, and is both a professor and writer. In King’s short story “Borders,” the narrator says the following:

When I was twelve, maybe thirteen, my mother announced that we were going to go to Salt Lake City to visit my sister who had left the reserve, moved across the line, and found a job...I was seven or eight when Laetitia left home. She was seventeen. Our father was from Rocky Boy on the American side.



▲ Figure 16-8 Thomas King

The short story describes attempting to cross “the line.”

My mother got a coffee at the convenience store, and we stood around and watched the prairies move in the sunlight. Then we climbed back in the car. My mother straightened the dress across her thighs, leaned against the wheel, and drove all the way to the border in first gear, slowly, as if she were trying to see through a bad storm or riding high on black ice...

“Citizenship?”

“Blackfoot,” my mother told him.

“Ma’am?”

“Blackfoot,” my mother repeated.

“Canadian?”

“Blackfoot.”

It would have been easier if my mother had just said “Canadian” and been done with it, but I could see she wasn’t going to do that...

The narrator and mother bounce back and forth between the American border guards and the Canadian border guards, during which the mother identifies herself as “Blackfoot.” Unless she identifies herself and her child as “Canadian” or “American,” the border guards will not let them pass. Thus, the narrator and mother continue this for two days, sleeping two nights in their car between the border guard offices. On the third morning, after television vans roll up to interview the family and the mother has a talk with a “good-looking guy in a dark blue suit and an orange tie with little ducks on it,” they are allowed to cross the line:

“Citizenship?”

“Blackfoot.”

The guard rocked back on his heels and jammed his thumbs into his gun belt.

“Thank you,” he said, his fingers patting the butt of the revolver.

“Have a pleasant trip.”

—Source: Thomas King, excerpts from “Borders,” from *One Good Story, That One*. (HarperCollins, 1993; New Edition, 1999). Copyright © 1993 Dead Dog Café Productions Inc. With permission of the author.

Peace Brigades International

Peace Brigades International (PBI) is a non-governmental organization that promotes nonviolence and protects human rights. Volunteers go to areas of conflict to provide protective accompaniment (support) to human rights defenders threatened by political violence. They also facilitate other peace-building initiatives.

Protective accompaniment is a technique used by PBI for protecting human rights defenders whose lives and work are threatened in communities affected by political violence. Using this technique, PBI volunteers work to deter violence against local active citizens. PBI volunteers try to

PAUSE AND REFLECT

How are Jacey Chae’s and Thomas King’s expressions of citizenship both similar and different?

- initiate contact with all parties involved in a conflict
- develop a relationship with the local diplomatic community and with media and human rights networks globally
- use only their presence and a camera to expose human rights abuses and apply pressure to local governments to stop those abuses

PBI members' information and objectivity can increase their credibility with all parties involved in a conflict and give them a link to authorities nationally and internationally to help them try to address issues related to human rights.

PBI envisions a world in which people address conflicts non violently, where human rights are universally upheld and social justice and intercultural respect have become a reality...

We use a strategy of international presence and concern that supports local initiatives and contributes to developing a culture of peace and justice. We act on request of local non-violent groups working for human rights and social change in regions where there is oppression and conflict...Our international teams of volunteers use methods such as protective accompaniment, peace education, independent observation and analysis of the conflict situation....

—Source: Peace Brigades International, “Vision and Mission,”

<http://www.peacebrigades.org/about-pbi/principles-and-mandate/vision-and-mission/>.

“Whenever PBI is with us we are safe, and all the fear goes. When we are alone, mentally we feel afraid if there is someone new in the area, we ask ourselves about who they are, we can’t concentrate and we are distracted, we feel uncomfortable and we feel unknown fear. When PBI is present, we can concentrate on our work because we don’t have to fear.”

—Source: Advocacy Forum Lawyer, Nepal,
Peace Brigades International website,
<http://www.peacebrigades.org/>.

Summary

In this section, you explored a variety of different perspectives on citizenship, including legal, political, and personal understandings. You also examined how worldview and ideology can influence these views. Based on your exploration, can you formulate a position on the Chapter Issue: *To what extent should ideology shape your thinking and actions as a citizen?*

Knowledge and Understanding

- 1 What similarities and differences do you see between the various views on citizenship expressed in this section?
- 2 Which of the views from this section would you say express more individualist beliefs? Which would you say express more collectivist beliefs?

- 3 Compare your own views on citizenship with those expressed in this section. Which source in this chapter most closely reflects your own understanding of citizenship? Why?



▲ **Figure 16-9** Protective accompaniment in action: a Peace Brigade representative stand by during a human rights demonstration in Nepal.



PAUSE AND REFLECT

What kind of ideology have the members of PBI embraced? What evidence supports your answer?

Demonstrating Leadership through Action

Question for Inquiry

2. How could embracing an ideology affect how you demonstrate citizenship and leadership when you respond to local, national, and global issues?

In this section ...

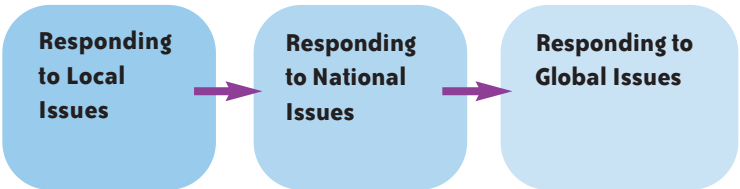


Figure 16-10 Grade 12 students Amanda Santarossa, 17, Grande Prairie Composite High School, Sarah Jensen, 18, Peace Wapiti Academy, and Lydia Sadiq, 17, St Joseph Catholic School, come together for a common cause—to make poverty history.



Students from the Grande Prairie area took to the streets in the Make Poverty History March on April 7, 2009. The march was organized by student groups from three different high schools.

Sarah Jensen, a member of the Peace Wapiti Academy Interact Club, said the demonstration is an opportunity to show students care and can make a difference. She said the march, organized by student humanitarian groups at the three local high schools, represents solidarity and change.

“It’s going to be a real eye-opener,” said Jensen, noting the busy route will help draw attention to the issues. “We’ll be able to make people realize that it is an

issue and that people in Grande Prairie care and it is our responsibility to care...”

Amanda Santarossa, a member of Students Without Borders at the Composite high school, echoed Jensen’s sentiments.

“We’ve very lucky to be here,” said Santarossa. “As students, we get underestimated and we [don’t] necessarily have to prove ourselves but we have the power to create change. Make a statement—we do care and we do have the power...”

Lydia Sadiq, a member of Social Justice, said the Comp and PWA reached out to her humanitarian group at St. Joseph Catholic school.

“The project was just getting so big,” she said. “They needed to band all together to make the event a success. It’s such a life changing opportunity for us to be part of. So we’re so glad to be excited to be part of it.”

—Source: Crystal Rhyno, “Students band together.”
Daily Herald Tribune (Grande Prairie, Alberta), April 2, 2009,
<http://dailyheraldtribune.com/ArticleDisplay.aspx?e=1505867>.

As young citizens, these students from Grande Prairie felt that it was their responsibility to show that students care and can make a difference in their community.

What would you do to respond to a local, national, or global issue?

Some questions you may ask yourself are:

- What are my roles and responsibilities as a citizen?
- What issues are important to me?
- What motivates me to take action?
- How can I put my ideas into action?
- How can I take a leadership role to address an issue?

Because you have spent some time thinking about your beliefs and values and what ideology best suits you, you may have found that there are things happening every day—in your own community, in Canada, or elsewhere in the world—that do not fit with your ideal vision of the world. Sometimes, other people have already come to the same realization about a particular situation and are already working to change it. In other cases, you may find that there is no one working to address the need you see. Or perhaps people are already aware of an issue, but you have come up with a new way of addressing it.

In this section, you will explore examples of people responding to **local**, **national**, and **global issues**. At the same time, you will be asked to think of strategies that you could use to act on issues that are important to you. This section looks at learning about things that others have done and why; but, more importantly, it is about exploring what motivates you and what you can do to take a **leadership** role in changing the world around you.



▲ **Figure 16-11** École J.H. Picard student Philippe de Montigny won a Canada Millenium scholarship worth \$25 000 in 2009. This prize is awarded to students who show leadership in improving their communities and who succeed academically. De Montigny is an active citizen in the Francophone community in Alberta. He writes a youth literature column for *Le Franco* newspaper, runs reading clubs at his school, takes part in anti-bullying initiatives, and has co-authored a bilingual French and English children’s book, *Gabriel et son jus de melon (Gabriel and the Watermelon Juice)*. He hopes to raise \$10 000 for cancer research through the sales of this book.

Responding to Local Issues

Taking action on an issue may seem like a daunting task, but often extraordinary efforts are initiated by ordinary people. The easiest place to start might be in your local community, working with people you know. Have you seen something in your community that you would like to change? Or have you seen someone you would like to help?

Use the following Strategies for Responding to Issues guide to help you think about your own role in responding to local issues. Read and think about each point, and write your ideas on a separate piece of paper or in a graphic organizer.

Strategies for Responding to Issues: Developing Effective Plans of Action

What issue is important to me?

Think about your worldview and your interpretation of history, beliefs about human nature, beliefs about the structure of society, and vision for the future. What issue do you see in your community that has local, national, or global importance and that does not fit with how you think things should be? Narrow down these issues to one about which you feel strongly and believe you can take action to address.

What do I need to know about this issue?

Before thinking about how to address an issue, you should first become informed. Explore the issue, understand various perspectives, and investigate its historical background, who is affected by the issue, and how the issue is being addressed (if at all).

What can I do about this issue?

Brainstorm a list of possible projects or solutions that might be undertaken, such as a fundraiser or a public awareness campaign about the issue. Narrow down the possibilities through self-reflection or consensus to two or three projects. Then think about how your response can be developed into an effective plan of action in a project you can complete, such as:

- the objectives of the project and your reasons for supporting those objectives (What will it accomplish? What benefits will it produce? Why is this project the most effective way for you to take action on this issue? What reasons and evidence do you have that support your objectives?)
- the people involved (Will you carry out the project

- individually or with a group? Who will help you?)
- the duration of the project (Is the project short term or long term? How much time will it require from participants?)
- the location of the project (Where will the actions take place and how? In your school, your community, or another location? On the Internet?)
- the requirements of the project (What expenses, materials, assistance from others, advertising, and so on will be required?)
- the challenges or barriers that might prevent you from succeeding

What do I need to include in my action plan?

It can be helpful to create an action plan to help keep you on track to meet your goals. An action plan can include details such as the following:

- the need you will address
- the short-term and long-term goals you will achieve
- a brief description of the project
- the people involved and their responsibilities
- resources or materials you need
- people you should consult
- tasks to be done

How will I implement and evaluate my action plan? (to be completed as follow-up)

- Did you implement and follow your project plan in collaboration with others?
- Did you reflect on how effective your action plan was in achieving its goals?
- Did you evaluate what went well, what you would do differently, and what you learned?

Local Leader Profile: Pat Nixon

Pat Nixon is the Chief Executive Officer of the Mustard Seed Street Ministry, a non-profit ministry dedicated to helping the less fortunate across Alberta. He is working on plans to build 224 units of affordable housing in the heart of Calgary. Nixon realizes that if he succeeds in getting rid of homelessness, he will be out of a job. He says, “And that’s fine by me, I’ll spend my last five working years as a greeter at Wal-Mart—and I’ll be the happiest man in the world.” (Source: Pat Nixon, quoted in Roy MacGregor, “The boom’s ugly underside.” *The Globe and Mail*, February 18, 2008, <http://ago.mobile.globeandmail.com/generated/archive/RTGAM/html/20080218/wmacgregor18.html>.)

Local Leader Profile: Yvonne Chiu

Often, when newcomers arrive in Canada, they are isolated because of culture and language barriers. The staff and trained volunteers at Multicultural Health Brokers Co-operative, an Edmonton centre for new immigrants, speak a variety of languages, such as Arabic, Cambodian, Chinese, Kurdish, Somali, Spanish, and Sudanese. They help newcomers get access to health care and support for early parenting and childhood development, children with disabilities, and seniors of immigrant and refugee backgrounds. Their programs and services are delivered free of charge, and ultimately support community development by helping immigrant and refugee families feel comfortable and settle into their new lives in Canada.

Chiu’s own experience as an immigrant woman, and the challenges of what it was like to feel isolated as a newcomer, made her recognize the need to help those new to Canada and help them connect to their newly adopted country.

“...as human beings, we all understand fear, we all understand abandonment, we all understand what it is like to be connected, to be loved and to be cared for, and these things can provide a point of connection and understanding across difference. We are all embarked on different struggles, but if we recognize our common humanity, and join with kindred spirits to do good together, we will be able to develop a sense of connection with others.”

—Source: Elizabeth Panasiuk, *Beyond “Us” and “Them”: Understanding and Acceptance Across Difference, Planned Lifetime Advocacy Networks, Edmonton, Alberta, 2005, p. 7,* <http://www.ecfoundation.org/pages/Philia%20Dialogue%20Edmonton%202005.pdf>.



Figure 16-12 ▲ Pat Nixon was living on the streets at the age of 15, and by the age of 18 he was in jail. He is a recipient of the Order of Canada for his work with people who are homeless in Calgary.



Figure 16-13 ▲ Yvonne Chiu is one of the founders of the Multicultural Health Brokers Co-operative in Edmonton. This organization provides various programs and services to immigrant and refugee individuals and families.

Responding to National Issues

Sometimes local initiatives can be applied to many different communities across the country. Often the issues that arise in your community are ones that people are concerned with elsewhere. When addressing national issues, it may be beneficial to consult with people across the country and to pool your resources so that you can have a greater impact. Addressing national issues will often involve the co-operation of several people working toward the same or similar goals.

Use the Strategies for Responding to Issues guide on page 436 to help you think about your own role in responding to national issues. Read and think about each point, and write your ideas on a separate piece of paper or in a graphic organizer.



▲ **Figure 16-14** Travis Price (left) and David Shepherd

National Leader Profile: David Shepherd and Travis Price

David Shepherd and Travis Price, from Cambridge, Nova Scotia, decided to stand up against bullying with a simple act: wearing pink. The two grade 12 students heard that a grade 9 boy wore a pink shirt to the first day of school, and was harassed by bullies who threatened to beat him up because of the colour of his shirt.

Shepherd and Price decided to take action, and went to a nearby discount store and bought 50 pink T-shirts and tank tops. They decided to email classmates to get them on board to wear them to school the next day, in a “sea of pink” to stand up against the bullies. The two grade 12 students were overwhelmed by the support, as hundreds of students wore pink that day for the anti-bullying cause.

Their simple act received news attention from across Canada, and the world. There are various “pink day” anti-bullying campaigns in schools across the country now, which all started because these two students had the courage to stand up to what they believed they thought was right, and against a stereotype about their generation.

“I learned that two people can come up with an idea, run with it, and it can do wonders...Finally, someone stood up for the weaker kid.”

—Travis Price

“My whole life I said I should do something, and I never did. This is my last year [in high school]. Now’s the time.”

—David Shepherd

—Source, Ingrid Peritz, “Students give world a lesson in courage.”

The Globe and Mail, December 26, 2007,

<http://www.theglobeandmail.com/servlet/story/RTGAM.20071226.wnationbuild27/BNStory/National/home>.

“If you can get more people against them...to show that we’re not going to put up with it and support each other, then they’re not as big as a group as they think are...”

—David Shepherd, quoted in “Bullied student tickled pink by schoolmates’ T-shirt campaign.” CBC News, September 18, 2007,
<http://www.cbc.ca/canada/story/2007/09/18/pink-tshirts-students.html>.

Responding to Global Issues

Global issues can seem particularly daunting to address. How can the actions of one person make a difference around the globe? The answer is simple: when your actions as an individual are combined with those of others or inspire others to act, the impact can be enormous. When addressing international issues, you will likely need to work with others and use the resources of existing organizations to have the greatest impact.

There are many ways that you can act on global issues, for example, by choosing to buy or not buy certain products, by raising money to help those in need, or by volunteering your time with an international humanitarian organization. Or, like the members of Make Poverty History or the “wearing pink” campaign, you can plan a project or event to address issues in your community that are also issues nationally and globally.

Use the Strategies for Responding to Issues guide on page 436 to help you think about your own role in responding to global issues. Read and think about each point, and write your ideas on a separate piece of paper or in a graphic organizer.

Global Leader Profile: Kori Chilibeck

Kori Chilibeck founded Earth Water International, a bottled water company based in Edmonton. Earth Water donates 100 per cent of its net profits to the United Nations Refugee Agency for use in water aid programs in developing countries. Some of this money has been used to provide water to refugees from the Darfur region of Sudan. Chilibeck knows that some people see the sale of bottled water as a problem, but he is undeterred.

“Our philosophy is that we’re taking some of the profits that are already out there and using them for a good cause,” he said. “If we sell 250,000 bottles, that doesn’t mean there is another 250,000 bottles on the market, it means that someone like Coke or Pepsi has sold 250,000 bottles less.”

“We’re trying to save people’s lives, and if we can use capitalism for the benefit of those that need help the most, living in the poorest places on Earth, then that’s what we’re going to do.”

—Source: “Edmonton bottled water company gets UN seal of approval.” CBC News Online, February 12, 2007,
<http://www.cbc.ca/consumer/story/2007/02/12/bottled-water.html>.



▲ **Figure 16-15** Kori Chilibeck is using social entrepreneurship to help address the challenge of providing people in developing countries with access to clean drinking water.



Figure 16-16 ▲ Salimah Y. Ebrahim

Global Leader Profile: Salimah Y. Ebrahim

Salimah Y. Ebrahim is a founding member and Chairwoman of the Spirit Bear Youth Coalition, a successful initiative to protect the habitat of the endangered Kermode, or spirit bear, in British Columbia. Along with founder Simon Jackson, Ebrahim has helped to make this youth-run environmental organization become one of the most supported conservation initiatives in Canadian history.

The movement started at a very local level, and eventually, the Coalition's efforts led to the creation of a provincial conservation area. It has an international network of millions who support the protection of the spirit bear's habitat, and the ecosystem that surrounds it. Ebrahim explains why she felt inspired to make a difference:

"Because I had been born in Kenya, I was always thinking of what I could do globally to effect change. We fled Africa, we left during several coup attempts and I saw so many people who didn't have a voice and so to me, it became a passion in my life giving voice to those who otherwise wouldn't have one."

—Source: "Spirit Bear" (video), *Make Some Noise*, Episode 12, CBC.ca, http://www.cbc.ca/makesomenoise/stories/ep12/spirit_bear/.



If You Can't Beat Them, Do You Join Them?

Opinions differ over whether the most effective way to "change the system" is from the outside or the inside.

Consider the example of Adam Werbach. He first got involved in environmental activism at the age of nine. In high school, he founded the Sierra Student Coalition. By the age of 23, he had become the youngest-ever president of the Sierra Club, one of the oldest and most influential environmental organizations in North America. Ten years later, in 2006, he began working as a consultant for Wal-Mart, helping the chain to develop more environmentally friendly retail practices. That same year, he was elected to the international board of directors of Greenpeace.

The truly unexpected—even revolutionary—idea contained in Mr. Werbach's speech is that Wal-Mart might be sustainability's most powerful advocate. With 4,100 stores in the U.S. and more than 300 in Canada, Wal-Mart, he notes, is the continent's largest trucking company, its most voracious consumer of electricity and—with a workforce of 1.3 million in the U.S. and 75,000 in Canada—its biggest employer.

...The company's 60,000-plus suppliers, meanwhile, have begun scrambling to reduce their packaging to comply with Wal-Mart's new 'sustainability scorecard.'



Figure 16-17 ▲ Adam Werbach

To underscore the commitment, [Wal-Mart CEO Lee] Scott called a meeting of 250 of the retail world's most prominent CEOs in October, at which he warned that companies with failing grades might be denied space in Wal-Mart's massively influential circulars and in-store promotional displays. Wal-Mart, as *Advertising Age* noted, had become "a sort of privatized Environmental Protection Agency, only with a lot more clout."

—Source: Chris Turner, "Environment: Thinking Outside the Big Boxes." *The Globe and Mail*, March 15, 2008, p. F7.

A critic of Adam Werbach and Wal-Mart suggests the following:

Let's face it, Wal-Mart has engaged in greenwashing here and we've fallen for it, hoping that the world's largest retailer would miraculously grow a conscience. Instead, Wal-Mart has only distracted environmentalists from the company's woeful record while they pursue their bottom line—cutting costs and making profits...

—Source: Z.P. Heller, "Lee Scott: It's Not Easy Being Green." *The Huffington Post*, March 20, 2008,

http://www.huffingtonpost.com/zp-heller/lee-scott-its-not-easy-_b_92679.html.

- 1 How does Adam Werbach's ideology influence his actions?
- 2 Do you shop at Wal-Mart or other "big box" stores? What beliefs, values, and ideologies inform your decision to shop there or not?
- 3 How would you evaluate Werbach's actions and understanding of citizenship and leadership? Do you think he has found an effective way to pursue environmental goals, or do you think he has betrayed his values? Explain how you arrived at your answer.

Summary

In this section, you have been asked to think of strategies that you could use to act on local, national, and global issues that are important to you. As you have read, many different people have shown leadership, acting on issues in their communities, across the country, and around the globe. In turn, they inspire others to act. Have you considered what motivates you, your beliefs about citizenship, and how these beliefs influence your own actions? What answers do you have for the question: *How could embracing an ideology affect how you demonstrate citizenship and leadership when you respond to local, national, and global issues?*

Knowledge and Understanding

- 1 Examine the leader profiles found in this section. Which of the stories inspires you the most? Why? What understandings of citizenship could you have most in common with this leader?
- 2 Do you feel that it is most important to act locally, nationally, or globally? Why?
- 3 What issues do you have an interest in? What is it about them, if anything, that makes you want to act? What might the issues you are most interested in and your actions reveal about your ideological beliefs?

INVESTIGATION AND EXPLORATION

Speaking Out

If you have a strong point of view about an issue that concerns the general public, should you share your position with others? If you are the object of public attention, should you use your celebrity to communicate your views to others?

Something to Think About:

Sometimes, musicians, actors, and other entertainers use the media spotlight to express their personal views on current events. However, celebrities who publicly take ideological stands sometimes find their views to be unpopular. Should musicians and celebrities voice their ideologies and try to influence the thinking of others?

An Example:

During a live performance in London, England, in March 2003, Natalie Maines, the lead singer of the country group the Dixie Chicks, who is from Texas, made the following comments about the impending US invasion of Iraq.

“Just so you know, we’re on the good side with y’all. We do not want this war, this violence, and we’re ashamed that the president of the United States is from Texas.”

—Source: Natalie Maines, quoted in *“‘Shut Up and Sing’: Dixie Chicks’ Big Grammy Win Caps Comeback from Backlash Over Anti-War Stance.”* *Democracy Now!*, February 15, 2007, http://www.democracynow.org/2007/2/15/shut_up_and_sing_dixie_chicks.

Public reaction to the comment was immediate.

The Chicks, whose previous two CDs had hit No. 1 on both the pop and country charts, lost album sales and radio play. Some fans stomped their discs to bits.

—Source: Richard Corliss, “Dixie Chicks.” *Time*, April 30, 2006, <http://www.time.com/time/magazine/article/0,9171,1187173,00.html>.

George W. Bush commented on the incident in an interview with Tom Brokaw.

“...the Dixie Chicks are free to speak their mind. They can say what they want to say... They shouldn’t have their feelings hurt just because some people don’t want to buy their records when they speak out... Freedom is a two-way street...”

—Source: George W. Bush, quoted in “Full Text of Brokaw’s Interview with Bush,” *The New York Times*, April 25, 2003, <http://www.nytimes.com/2003/04/25/international/worldspecial/25BUSH-TEXT.html?pagewanted=10&ei=5070&en=a9c7e13d49ebf120&ex=1206504000>.

Fellow musician Bruce Springsteen defended the Dixie Chicks’ right to express themselves in a statement on his website.

“Right now, we are supposedly fighting to create freedom in Iraq, at the same time that some are trying to intimidate and punish people for using that same freedom at home.”

—Source: Bruce Springsteen, quoted in “Springsteen: Dixie Chicks ‘Getting a Raw Deal.’” *NBC 6 News Team*, April 24, 2003, <http://www.nbc6.net/entertainment/2156255/detail.html>.



▲ **Figure 16-18** The Dixie Chicks, a US country group, were both praised and criticized for their condemnation of US President George W. Bush on the eve of the US invasion of Iraq. Here they are shown with their Grammy awards in 2007.

Questions for Reflection

- 1 How have Natalie Maines’s views on citizenship been shaped by her beliefs and values?
- 2 What other ways might Maines have acted on her beliefs? Discuss several other options and the possible reactions these actions might have received.
- 3 Find another example of a celebrity who used his or her position to try to convince the public to adopt a particular ideological stance on an issue. What ideological beliefs does the person hold? How do these beliefs influence his or her views on citizenship? Is his or her campaign persuasive? Would you follow it? Compare your results with those of your classmates.

FURTHER EXPLORATION

- 1 You are creating a new awards show for Citizen of the Year. Brainstorm the criteria for the nominees for this award. Who might you submit as a possible nominee? Why? What worldview and ideology drive this exceptional citizen? How well do you stand up to the criteria you developed for Citizen of the Year?
- 2 Investigate a notable Canadian citizen (perhaps a recipient of the Order of Canada or other award such as a National Aboriginal Achievement Award), and write a profile on how his or her actions as a citizen were shaped by an ideology.
- 3 What views on citizenship are held in your community? Apply what you have learned to create a survey on citizenship. Questions for the survey could include the following:
 - A worldview is a set of ideas that help explain the world, your own nature, and how you should act in the world. In one or two sentences, explain your own worldview.
 - An ideology, on the other hand, reflects a society's beliefs and values. What ideology does your society embrace? To what extent does it reflect respect for multiple perspectives on ideology?
 - Is the ideology that you embrace very different from the dominant ideology in in your local, national, and global communities?
 - As a citizen in society, how do your worldview and ideology influence your actions? Give three concrete examples of things you do as a citizen because of what you believe.
- 4 Draw up your own *Personal Manifesto of Citizenship*. A manifesto is a public written declaration of principles, policies, and objectives. Use the Strategies for Responding to Issues guide on page 436 for steps b) and c).
 - a) Keep your personal beliefs and values in mind.
 - b) Note any local, national, or global issues that interest you.
 - c) Which issue demonstrates a need for action? Which will you personally respond to?
 - d) Design your manifesto to look unique and symbolize your ideas about citizenship.
- 5 List all the ideologies you can remember from this text in one column on the left-hand side of your paper. In the next column, explain in your words the most important ideas of that ideology. Then, in a third column, give an example of how proponents or followers of the ideology have responded to a historical or contemporary issue in our society.
 - a) Rank each response in column 3 from 1–5 (least desirable to most desirable, in your view).
 - b) What can you conclude about which ideology and corresponding actions you agree or disagree with?
 - c) Share your ideas with a group or the class.

Chapter Summary and Reflection

Why bother to act? This may be a question you hear from many of your peers, but does this indicate a lack of interest in **citizenship** in your generation, as some might suggest? The examples presented in this chapter examine why people may act on their beliefs. The people profiled may have had different worldviews, views on **citizenship**, and **ideologies**, but many shared at least one belief: that their actions have an impact on society and that they can play a role in that society.

Throughout this chapter, you have developed an understanding of how your worldview and ideological beliefs can influence your actions. With this understanding, you can choose to act, or not act, to change the world around you. As well, you should now be able to form a position on the Chapter Issue: *To what extent should ideology shape your thinking and actions as a citizen?*

Throughout this book, you have contemplated the fundamental questions people ask themselves:

- What are humans like, and why do they act as they do?
- What is the nature of society?
- What is the role of the individual in society?

Many different answers to these questions have been presented in this book. Use what you have learned to assess your own relationship with society and to consider to what extent you should embrace an ideology as part of your vision of your rights, roles, and responsibilities as a citizen. Is there an ideology that seems to reflect your own beliefs and values? To what extent will ideology influence your responses to issues and events today and in the future? How will you demonstrate citizenship?